DOCUMENT RESUME

ED 297 816 JC 880 361

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TITLE Prince George's Community College 1988-93 Master Plan.
INSTITUTION Prince George's Community Coll., Largo, Md.
PUB DATE Jul 88
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affirmative Action; *College Planning; College Programs; *College Role; Community Colleges; Economic Development; Educational Finance; *Enrollment Influences; *Institutional Characteristics; Master Plans; Population Trends; Two Year Colleges
IDENTIFIERS *Strategic Planning

ABSTRACT

Designed to integrate strategic planning for Prince George's Community College's (PGCCs) programs, budgets, and facilities, this master plan for 1988-93 offers information on the college's planning framework, mission, programs, and institutional priorities. The major features of the plan are a situational analysis and environmental scan, which examine PGCC's market share, enrollment trends, and student demographics, goals, attendance patterns, and program choices. The environmental scan also considers the potential impact of a projected decline in high school graduates, an increase in the number of older county residents, the state of the local economy, increasing competition among higher education institutions, and demands for institutional assessment and accountability. The final section of the master plan sets forth PGCC's priorities for the coming years with respect to: (1) increasing the representation of women and minorities among faculty and administrative staff; (2) creating mechanisms to increase the educational success of students; (3) increasing the effectiveness of the marketing effort; (4) expanding the college's role in the economic development of Prince George's County; and (5) supplementing the college's operating budget through alternative funding sources. (EJV)

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PRINCE GEORGE'S COMMUNITY COLLEGE

1988-93 MASTER PLAN

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July 1988

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Prince George's Community College

1988-93 Master Plan

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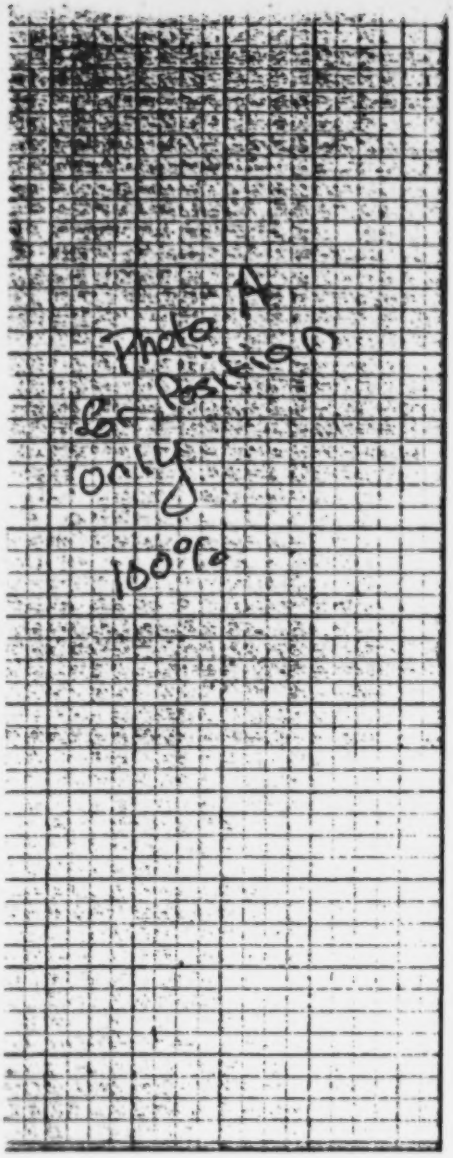
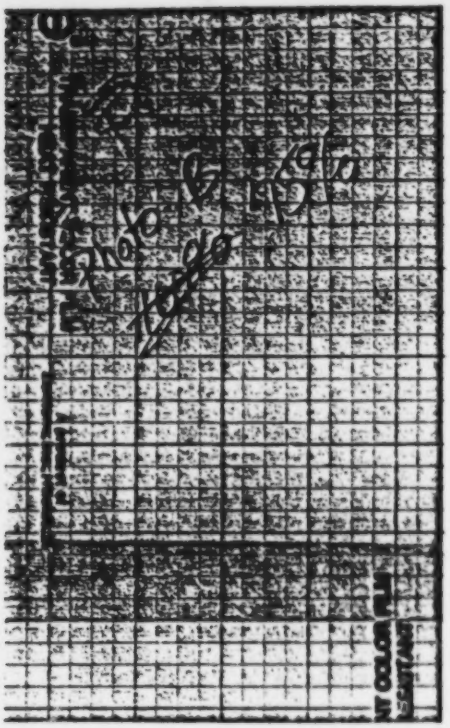




Foreword

This annual update of the Prince George's Community College Master Plan is an effort by the College to provide a framework for meeting the postsecondary educational needs of the citizens of Prince George's County.

This year's Plan, as in recent years, results from a process intended to better integrate strategic planning for the College's programs, budget, and facilities planning. Strategic planning is critical to the College as it responds and adjusts to changing conditions and issues, both internally and externally.

The Board of Trustees, administration, faculty, staff, and I continue working to assure that the focus of the institution remains on providing educational opportunities for the County's citizens. These opportunities enable individuals to develop to their fullest potential through transfer, career, and continuing education programs, as well as public service activities.

We hope this Plan gives Prince George's citizens a fuller understanding of how the College plans to fulfill its commitments to the County and its community of learners in the coming years.

Robert I. Bickford

Robert I. Bickford
President

Introduction

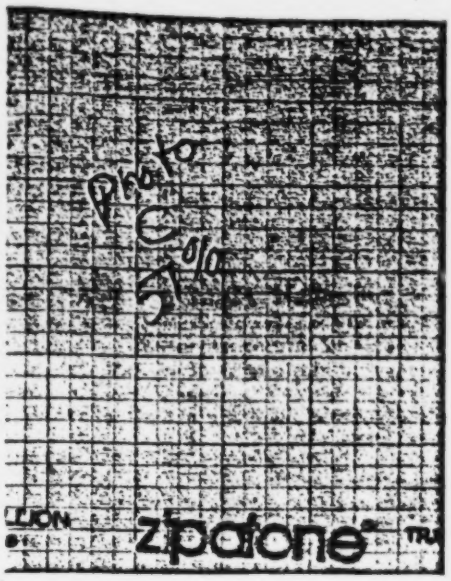
The College has made great strides during the past year in becoming a more market-oriented institution. It recognizes the importance of knowing what is happening *out there* so we will know what to do *in here*.

Through its environmental scanning activities, the College's Institutional Research and Analysis Office works persistently in keeping a watchful eye on our rapidly growing County. The College's leadership is alerted and made sensitive to shifting demographics, economic developments, social and cultural forces, political and legal issues, technological changes, and work force changes in the County and region. The College surveys internally, as well, keeping that same watchful eye on such organizational activities as financial resources, staffing, policies and procedures, communications, program and service development, and research and evaluation. These combined external and internal scanning efforts enable the College to maintain and respond to the changing environment of the community it serves.

Prince George's Community College respects the diversity of its community of learners—current students, former students, potential students—both traditional and nontraditional learners. Through surveys and focus group sessions involving graduates, current and potential students, and community businesses and organizations, the College listens to the educational needs and expectations of individuals, as well as to their perceptions of and feelings toward the College. Through its environmental scanning, marketing research, and evaluative efforts, the College is able to adapt and initiate programs, courses, and support services needed by its community of learners.

The marketing loop is successful when the College effectively informs its service population of, and attracts them to, its educational opportunities. Key to its marketing communications is the College's use of market segmentation, whereby communications messages are targeted to individuals with similar educational needs, requirements, and expectations.

Through strategic planning and marketing efforts, Prince George's Community College proudly continues to serve the County's community of learners as the County's sole community-based institution.

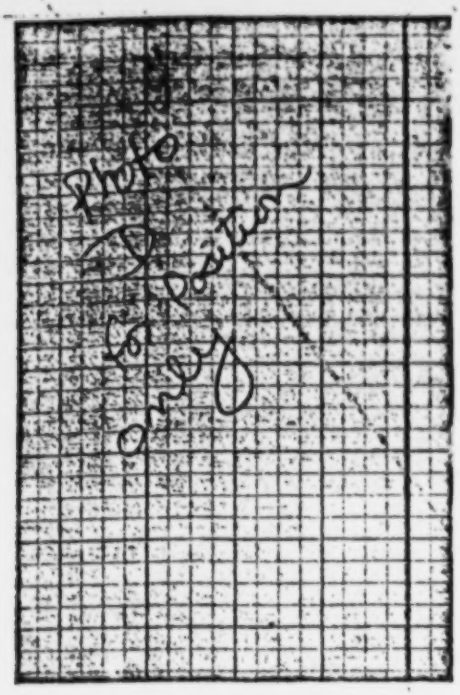


The College's Planning Framework

Since 1976 Prince George's Community College has annually prepared a Master Plan, which has provided a "snap shot" of the College and the County. In addition, the Master Plan has had as its centerpiece a set of institutional strategies designed to help the College achieve its mission as circumstances and conditions changed. However, planning with respect to educational program development, budgeting, facilities, and institutional marketing occurred with limited reference to one another, or to the institutional Master Plan. This was tolerable during the late 1970s and the early 1980s because the College was surpassing its anticipated enrollment projections each year.

In Fiscal Year 1984, however, two factors caused the College to reassess its approach. First, fall 1983 credit program enrollments did not reach the projected levels. Second, the College, in the course of its self-evaluation for the 10-year visit of the Middle States Association Accrediting Team, determined that there was a need for better integrating its planning activities.

Consequently, the President approved a new Planning Framework designed to integrate planning for all aspects of the College's operation. The focal point of this new Framework is the Planning Council, which is chaired by the President. The Dean of Institutional Advancement and Planning serves as coordinator of the Council's activities. Members of the Council include the five deans, four constituency leaders, and a member from the College's Affirmative Action Committee, with the Director for Institutional Research and Analysis providing supporting data.



The Planning Council plots the College's overall strategic direction in response to issues that are critical to the College's mission. Each area of the College then develops its own area plan to implement a portion of the strategies.

This process provides a guideline for institutional decision making, with the following steps carried out by the College community each year:

(1)
Develop Situation Analysis/Environmental Scan
Institutional Research and Analysis Office
September 1

(2)
Review Situation Analysis
Planning Council
October 1

(3)
Review and Evaluate Previous Year's Plan Results
Planning Council
October 1

(4)
Update Objectives and Strategic Tactics
Individual Areas
March 15

(5)
Develop Marketing/Promotional Calendar
(with projected costs)
Institutional Advancement and Planning Office
March 15

(6)
Develop Facilities Plan
(renovation/alteration with projected costs)
President's Office
March 15

(7)
Review and Prioritize Annual Tactics
(with projected costs)
Planning Council
April 15

(8)
Review and Update Strategies for Next Planning Cycle
Planning Council
April 15

(9)
Prepare Operating Budget Allocations
Management Resources
June 30

Integration is the linchpin of the Framework. It assesses institutional needs and assures responses to them by providing for funding and measuring effectiveness.

This Framework, as presented here, is a beginning, not an end. As the College progressed through the first stages of this planning process, it learned how challenging it is to focus on more than the present. Nonetheless, the College recognizes that tomorrow can be what the College wants it to be only if the College plans for it.

The College's Mission, Commitments, and Programs

Mission Statement

Prince George's Community College is a comprehensive public, two-year collegiate institution, organized and supported for the purpose of providing high-quality, reasonably priced, postsecondary education to the citizens of Prince George's County, Maryland. The College is committed to educational excellence, broad diversity in its programs and services, and maximum accessibility to the total community. As an open-admissions, community-centered institution, the College seeks to respond to the academic needs of all students, regardless of age or educational background, and to the developmental needs of the community at large.

Commitments

Several commitments underlie all the College's activities and give substance to its mission statement and long-term goals. These same commitments serve as the underpinning for the College's current strategic priorities.

These commitments include:

Academic Excellence

Prince George's Community College is committed to offering only the highest quality educational programs.

Open Admission

Prince George's Community College is committed to equality of educational opportunities by offering learning opportunities to students at all levels of ability and background, and by providing testing and advisement to assist students in selecting an appropriate course of study.

An Accessible Education

By using multiple sites and delivery methods, Prince George's Community College is committed to providing educational programs at times and locations convenient to County residents.

An Affordable Education

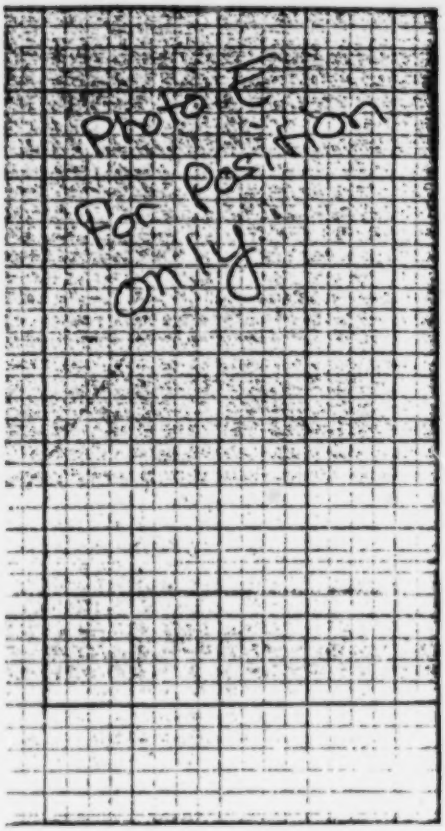
Prince George's Community College is committed to providing a quality education at an affordable cost by striving to maintain an inexpensive pricing structure, by operating in an efficient and cost-effective manner, and by providing financial aid to students who need it.

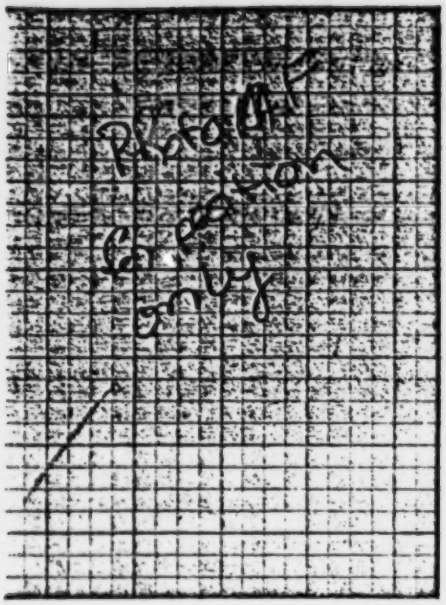
Diversity of Programs

Prince George's Community College serves a heterogeneous community; therefore, it is committed to providing instructional programs for populations as diverse as the young person exploring educational or career options, the mid-career person needing retraining, and the senior citizen preparing for a new life after a career.

Support of County Development

The above educational commitments manifest the College's goal of supporting County economic development through work force improvement. In addition, Prince George's Community College is committed to providing facilities and other services to assist public and private sector development.





Programs of Study

As a multifaceted institution, Prince George's Community College has programs that include liberal arts and technical/career courses for credit and a complete program of noncredit education.

Transfer Programs

Programs designed to provide coursework that may be transferred to a four-year institution for credit toward a baccalaureate include:

American Studies A.A.
Art A.A.
Arts and Sciences A.A.
Business Administration A.A.
Elementary Education A.A.
Engineering A.A.
General Business Education A.A.
General Studies A.A.
Health Education A.A.
Industrial Arts Education A.A.
Information Systems and Computer Sciences A.A.
Music A.A.
Physical Education A.A.
Secondary Education A.A.
Secretarial Education A.A.
Urban and Environmental Studies A.A.

Career Programs

Programs designed to provide general education and occupational training for entering the job market or improving job skills for career advancement include:

Accounting
Accounting A.A.
Accounting Certificate
Accounting Letter of Recognition
Accounting and Taxation Letter of Recognition

Business and Management
Business Management A.A.
Marketing Management A.A.
Marketing Certificate
Small Business Management Certificate

Computer Technology
Computer Management A.A.
Computer Programming and Analysis A.A.
Microcomputer Systems A.A.
Computer Programming Certificate
Microcomputer Applications Certificate

Criminal Justice Technology
Criminal Justice Technology A.A.
Criminal Justice Technology Certificate
Criminal Justice Technology Letter of Recognition

Early Childhood Education
Early Childhood Education A.A.
Early Childhood Program Management A.A.
Early Childhood Education Certificate

Engineering Technology
Computer Service Technology A.A.
Drafting Technology A.A.
Electronics Engineering Technology A.A.
Architectural Drafting Certificate
Electronics Communications Certificate
Electronics Microprocessors Certificate
Engineering Drafting Certificate

Health Technology
Medical Isotope Technology A.A.
Medical Records Technician A.A.
Nursing A.A. (RN)
Radiographer (X-Ray) A.A.
Respiratory Care A.A.
Medical Records Transcriptionist Certificate

Horticulture, Ornamental
Ornamental Horticulture Certificate
Ornamental Horticulture Letter of Recognition

Hospitality Services Management
Hospitality Services Management A.A.
Food Service Management Certificate
Hotel Management Certificate

Office Technology
Executive Secretary/Administrative Assistant A.A.
Legal Secretary A.A.
Medical Secretary A.A.
Word/Information Processing Supervisor A.A.
Executive Secretary/Administrative Assistant Certificate
Legal Secretary Certificate
Medical Secretary Certificate
Word/Information Processing Supervisor Certificate
Executive Secretary/Administrative Assistant Letter of Recognition
Legal Secretary Letter of Recognition
Medical Secretary Letter of Recognition
Word/Information Processing Supervisor Letter of Recognition

Paralegal/Legal Assistant
Paralegal/Legal Assistant A.A.
Paralegal/Legal Assistant Certificate
Paralegal/Legal Assistant Letter of Recognition

Career Assessment and Planning (CAP) Courses

A variety of courses are offered under the CAP designation, ranging from human potential seminars to career decision making and life planning.

Cooperative Education Program

Cooperative education incorporates on-the-job training and academic coursework in an effort to extend the educational experience from the classroom to the world of work.

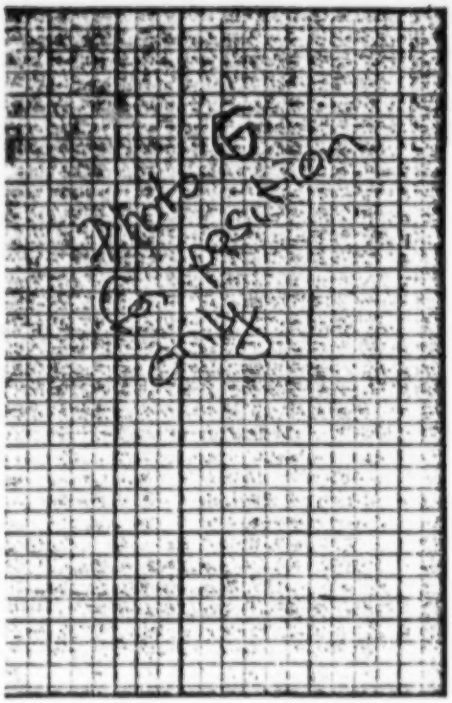
Developmental Education

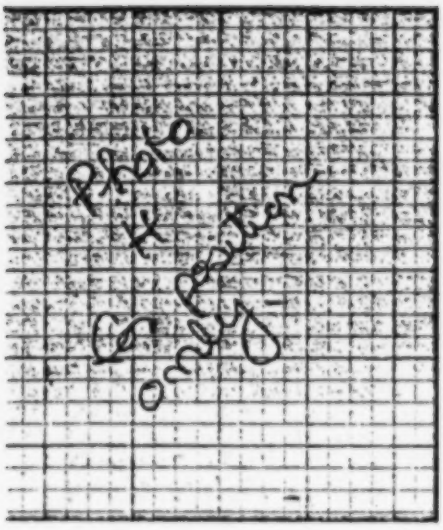
Developmental education aims to remedy student deficiencies in the verbal and quantitative skills needed to do college-level work. Integrated with this is an attempt to develop self-reliance by improving the student's self-image.

Educational Delivery Systems

The College provides both credit and noncredit programs across the County in a variety of ways. These delivery systems include:

Center for Business and Industry Training (CBIT)
Conferences and Workshops
Contracted Services and Employment Training
Directed Learning
Evening Classes
Extension and Degree Centers
Job Training Partnership Act (JTPA)
Management Institute
Science Resource Center
Summer Sessions
Telecredit Courses
Weekend Classes





Honors Program

The Honors Program provides an enriched academic environment for selected students through special honors colloquia and designated honors sections of various courses. Students are invited to participate in the Honors Program based on standardized test scores, recommendations of counselors and instructors, and a personal interview by the program director.

Informal Courses

This program includes noncredit courses in areas of personal enrichment such as creative arts, consumer education, family education, and occupational development.

Noncredit Programs

Although not offering traditional college credit, these programs can provide coursework to enhance occupational skills. Other noncredit programs help to enrich students by developing leisure-time activities.

Prior Learning Assessment Network (PLAN)

PLAN provides an opportunity for adult learners to receive college credit through the assessment of their prior experiences by faculty evaluators.

Professional Development

Included in the professional development program are topical conferences and workshops for upgrading participants' abilities and contract training programs for developing specific employee skills.

Special Populations

Community Services offers programs designed to meet the needs of special populations. These include the Children's Developmental Clinic and programs for senior citizens and Talented and Gifted youth.

Programs of Support

Beyond direct educational programs, Prince George's Community College is committed to providing services that enhance and support students' decision-making capabilities and help them to develop their intellectual skills. This endeavor is accomplished through student advisement and counseling, as well as cocurricular programs.

Student Advisement and Counseling

Through this service, students determine the best way to meet individual needs. They are helped to assess life and career goals in order to select an appropriate course of study.

Cocurricular Programs

Experiences beyond the classroom are important in a nonresidential institution such as Prince George's Community College. Therefore, the College provides opportunities for applying concepts learned in the classroom to out-of-class experiences through student organizations, cultural and recreational programs, leadership training, and student government.

Instructional Support

Students may receive supplemental instructional assistance and hands-on practice through the Writing Center, Tutoring Center, Vocational Support Services, and the Technical Learning Center (TLC).

The Library and Media Center work with faculty in acquiring and distributing materials such as books, periodicals, films, videotapes, and phonograph records. The Media Center also assists in the local production of materials that are not commercially available: for example, videotaping classroom activities.

Situation Analysis and Environmental Scan

Situation Analysis

A total of 12,882 students were officially enrolled for credit classes at Prince George's Community College as of the third week in fall 1987. This was a 3.6 percent increase from the year before. Most of the students, 95 percent, were residents of Prince George's County. More County residents attend the Community College than any other state college or university, as discussed in the next section.

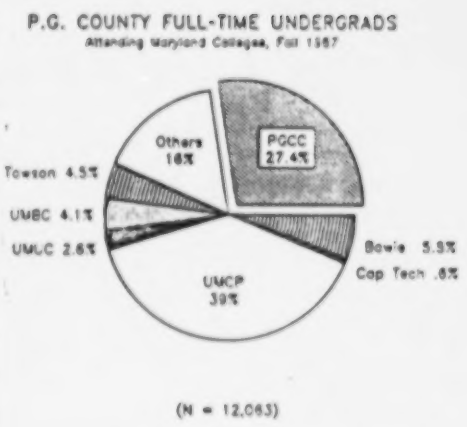
Market Share

A total of 12,063 residents of Prince George's County attended Maryland colleges and universities as full-time undergraduates in fall 1987. Prince George's Community College enrolled 3,311, or 27.4 percent, of these full-time students. (See Figure 1.) Only the University of Maryland at College Park had more County residents enrolled full-time as undergraduates. Deducting the junior and senior level students from the UMCP totals revealed Prince George's Community College to be the choice of more County residents for full-time freshman and sophomore study than any other institution.

The Community College continued to be the most popular place for part-time study in 1987. Prince George's Community College enrolled 61.1 percent of all County residents attending a Maryland college or university for credit as a part-timer in fall 1987. (See Figure 2.) Prince George's Community College enrolled over twice as many part-timers as its nearest competitor, the University of Maryland's University College.

Precise data for comparing market shares in noncredit programs were not available. However, Prince George's Community College Community Services enrollments have been growing strongly in recent years. (See Figure 3.) Other places where County residents partake in noncredit instruction include the adult education programs of the County school system and the University of Maryland's University College, which offers a variety of professional development workshops and seminars.

Figure 1



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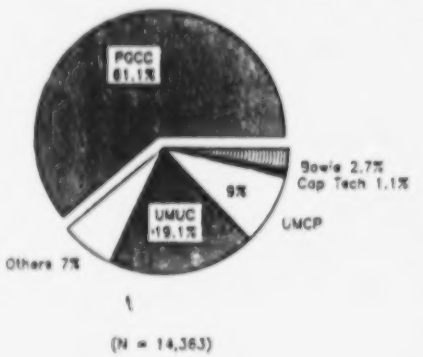

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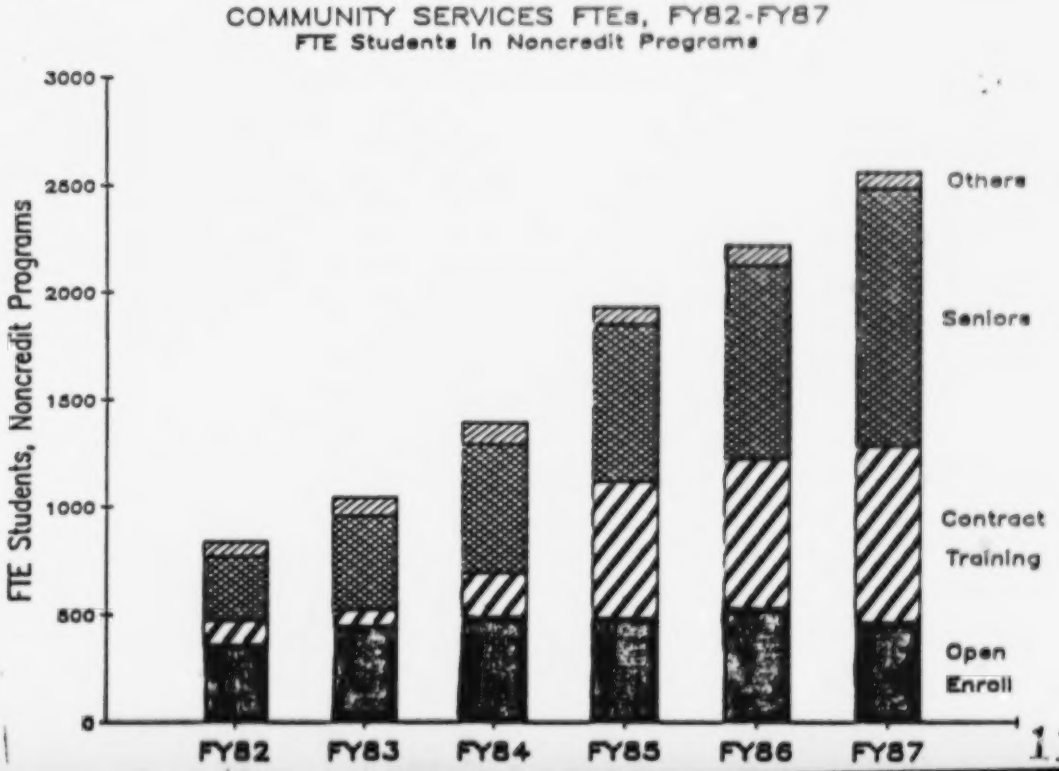


These market share data document how important the Community College is in the postsecondary education of County residents. More County residents receive their freshman and sophomore level college education at Prince George's Community College than anywhere else. The College has awarded over a thousand Associate in Arts degrees and occupational certificates each of the past five years. (See Table 1.)

Enrollment Trends

Prince George's Community College has maintained its strong market position despite decreases in enrollment since its peak year of 1982-83. Fall 1987 credit headcount of 12,882 generated 96,794 credit hours, for an average of 7.51 hours per student. Twenty-eight percent of the students enrolled for three hours or less. Total full-time equivalent students (FTEs) from credit courses in fall 1987 equaled 6,453. For the third year in a row, it took two students to produce one FTE. (See Table 2.)

Table 1

DEGREES AND CERTIFICATES AWARDED, BY PROGRAM AREA, FY83-87

	FY83	FY84	FY85	FY86	FY87
Career Programs	771	778	877	747	710
Management/Marketing	199	178	223	232	232
Nursing/Allied Health	161	160	145	141	165
Computer Technology	175	195	227	126	94
Public/Social Services	73	86	106	92	76
Accounting	87	72	83	74	65
Engineering Technology	52	54	59	47	51
Office Administration	24	33	34	35	27
Transfer Programs	310	269	283	283	292
General Studies	148	133	149	137	121
Business Administration	77	53	56	59	77
Teacher Education	35	32	31	32	40
Arts and Sciences	41	38	36	20	25
Information Systems	NA	NA	NA	23	18
Engineering	9	13	11	12	11
Total Awards	1,081	1,047	1,160	1,030	1,002

Table 2

RELATIONSHIP OF HEADCOUNT TO FTEs, FALL 1970-87

Fall	Credit Headcount	Full-time Equivalents	Ratio HC/FTE
1987	12,882	6,453	2.00
1986	12,435	6,201	2.01
1985	12,781	6,336	2.02
1984	14,083	7,079	1.99
1983	14,977	7,610	1.97
1982	15,354	7,910	1.94
1981	14,657	7,719	1.90
1980	13,747	7,318	1.88
1979	13,477	7,217	1.87
1978	13,828	7,361	1.88
1977	13,754	7,523	1.83
1976	11,915	6,737	1.77
1975	11,430	6,601	1.73
1974	9,725	5,795	1.68
1973	9,258	5,767	1.61
1972	7,888	4,972	1.59
1971	7,180	4,647	1.55
1970	6,223	4,289	1.45

In addition to the trend toward smaller course loads carried by credit students, the other major enrollment trend impacting on Prince George's Community College is the strong growth in noncredit programs. Over 19,000 different individuals enrolled in a noncredit course at Prince George's Community College during FY87. As shown in the earlier bar graph, increases in contract training (including apprenticeship training and Job Training Partnership Act—JTPA—activities), plus the burgeoning senior citizens program, have accounted for the growth in Community Services over the last few years. Noncredit students generated 29 percent of the collegewide FTEs in FY87, compared to one tenth five years earlier. (See Figure 4.)

Student Demographics

The median age for credit students in fall 1987 was 23. For full-timers, many of whom matriculate directly from high school, the median age was 19. For part-timers, typified by the "returning student," the median age was 26. These averages have been stable for years. One in every five credit students was over age 35. Students aged 18-24 accounted for two-thirds of the total credit hours.

Three of every five credit students were female. The proportion of females has been stable in recent years, after steady growth during the 1970s. Women attending part-time constituted almost 47 percent of total credit headcount.

Forty-two percent of the credit students in fall 1987 were black, up three percentage points from the year before. Asian and Hispanic students together made up 6 percent, unchanged from 1986.

Community Services students tend to be older than credit students, largely due to the senior citizens program. A majority of the noncredit students were 40 years of age or older, compared to 13 percent of the credit students. Sixty-one percent of the noncredit students were women, same as in credit.

Student Goals

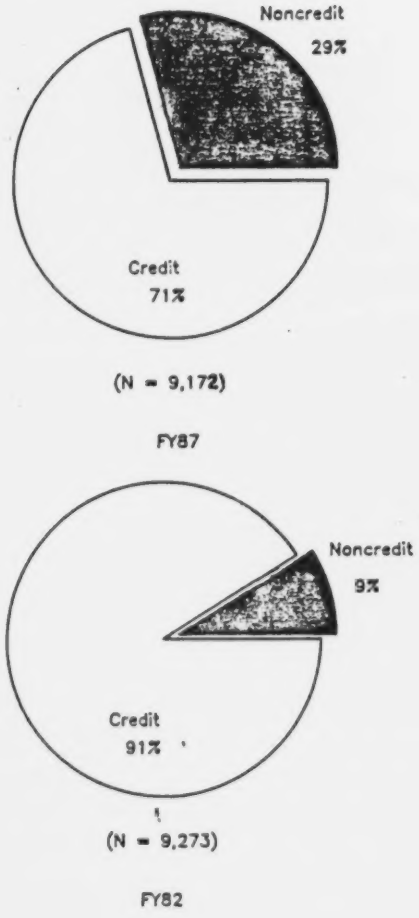
What do students hope to achieve from their attendance at the Community College? Almost 40 percent of the College's total enrollment (credit and noncredit) have specific job-related goals, either preparing for immediate entry into a new career or upgrading and enhancing skills for a job currently held. Almost as many in this group were enrolled in noncredit activities as in credit courses. Another fifth of the total student population were enrolled in credit programs with plans to transfer to a four-year school to complete the baccalaureate. About 15 percent of Prince George's Community College's students were exploring career and academic options. The remaining quarter of the College's students were enrolled for personal enrichment reasons, with one in five doing so through credit courses.

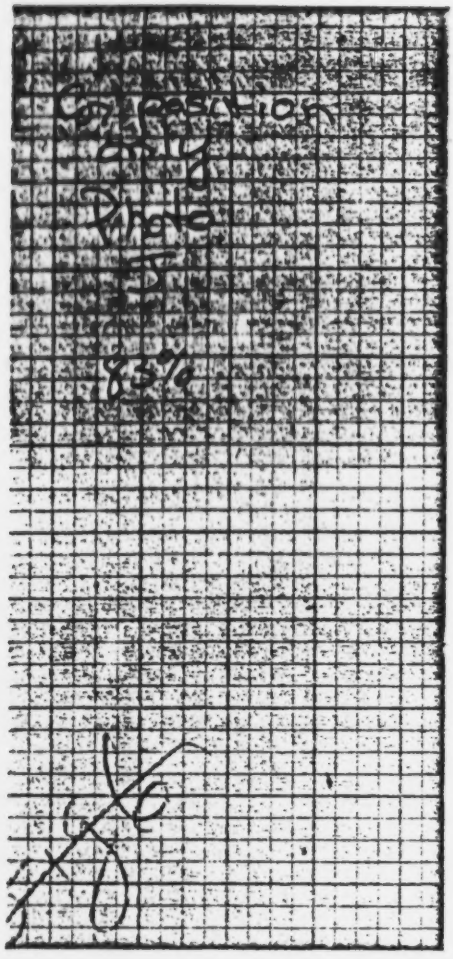
Why do students choose the Community College as the means for pursuing these goals? Surveys consistently reveal low cost relative to other alternatives, convenient location, and availability of desired courses or programs as paramount reasons.

Figure 4

CONTRIBUTION TO TOTAL FTEs

Credit and Noncredit Courses





Student Attendance Patterns

Three-fourths of the College's credit students attend part-time. The proportion taking just one class is approaching one-third. Part-time students have accounted for over half of the total hours generated by credit courses for eleven consecutive semesters.

Most of the credit students in fall 1987 attended classes on-campus exclusively. Seventeen percent of the College's credit students attended only at extension centers; another 1 percent enrolled only in telecredit courses. The remainder had mixed schedules.

Day students at the Largo campus accounted for over two-thirds of the total contact hours generated in credit courses in fall 1987. Evening classes at Largo were responsible for 18 percent of the total hours from credit programs. Extension operations contributed 10 percent; telecredit and weekend courses were responsible for the remaining 3 percent.

Student Program Choices

Thirty-five percent of the credit students enrolled in fall 1987 were pursuing Associate in Arts degrees in career programs; another 5 percent were enrolled in occupational certificate programs. The proportion of students identified as transfer program majors increased 1 percentage point from a year ago to reach 43 percent. Computer and Information Systems majors increased 10 percent from fall 1986, and accounted for over 10 percent of all credit students. Students in business and management programs comprised 18 percent of the credit student body. Seventeen percent of the College's credit students were not pursuing a certificate or degree; their interests were limited to selected courses. (See Table 3.)

Table 3

DECLARED MAJORS IN EACH PROGRAM AREA, FALL 1983-87

	1983	1984	1985	1986	1987
Career Programs	6,846	6,513	5,687	5,034	5,225
Management/Marketing	1,094	1,208	1,254	1,299	1,313
Computer Technology	2,274	1,958	1,397	877	993
Accounting	759	790	756	757	861
Nursing/Allied Health	1,228	1,054	938	771	733
Public/Social Services	507	560	540	576	679
Engineering Technology	650	669	569	547	466
Office Administration	334	274	233	207	180
Transfer Programs	5,478	4,911	4,771	5,182	5,520
General Studies	3,102	2,830	2,614	2,761	2,951
Business Administration	1,038	898	957	919	1,005
Arts and Sciences	594	542	503	522	505
Teacher Education	338	330	322	355	413
Information Systems	NA	NA	79	355	360
Engineering	406	311	296	270	286
Non-Degree-Seeking	2,653	2,659	2,323	2,219	2,137
Total Credit Students	14,977	14,083	12,781	12,435	12,882

Environmental Planning Factors

Decline in High School Graduates

State and County planning officials project 12th grade enrollment in County public schools to decline from approximately 7,800 currently to less than 6,000 in the early 1990s. Prince George's Community College has historically enrolled between 14 and 20 percent of this population the fall following their high school graduation. Due to their tendency to attend full-time, a decline in this source of students will be magnified in credit hour and FTE terms. Students aged 18-19 accounted for about a third of the total hours generated by credit courses in fall 1987.

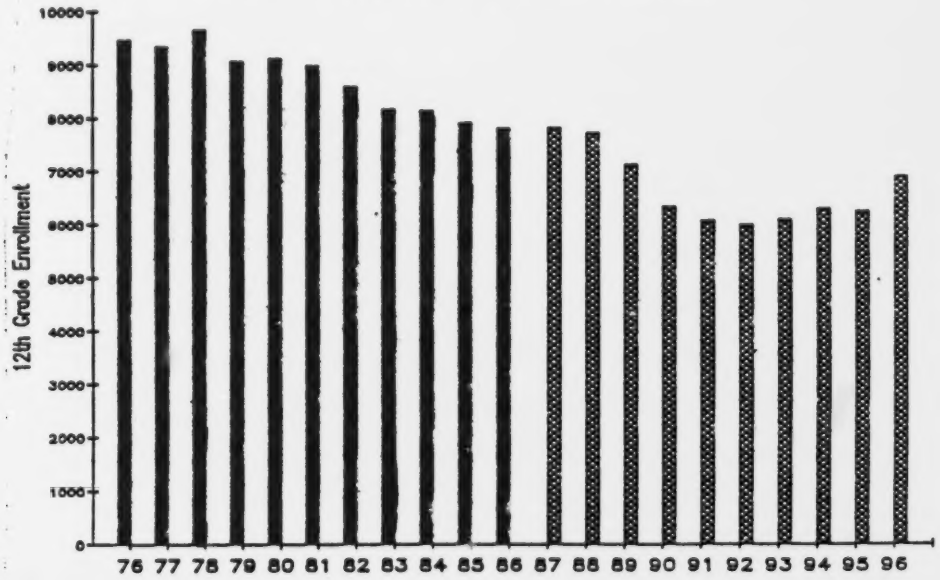
Current forecasts for 12th grade enrollment in County public schools through the 1996-97 school year are as follows:

Prince George's County Public Schools
Projected 12th Grade Enrollment

1987-88	7,800	1992-93	5,970
1988-89	7,700	1993-94	6,070
1989-90	7,100	1994-95	6,270
1990-91	6,310	1995-96	6,220
1991-92	6,050	1996-97	6,870

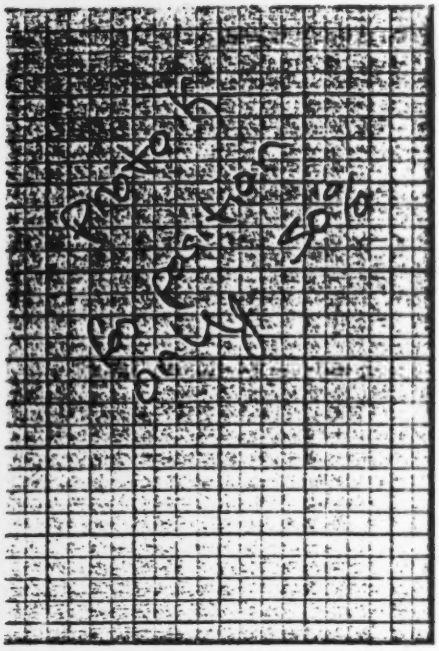
Thus, enrollment is expected to drop substantially with the College experiencing the first big impact in the fall of 1990—followed by five years of small high school graduating classes. Graduating classes are expected to steadily increase in the mid to late 1990s. (See Figure 5.)

Figure 5 12th GRADE ENROLLMENT
PRINCE GEORGE'S PUBLIC SCHOOLS
Actual 1976-86, Projected 1987-96



An Older Population

Younger residents, who are more likely to attend Prince George's Community College and carry more hours while enrolled, are declining in number. Older residents are increasing in number, but they enroll at lower rates and carry fewer credits. It will take two 35-year-olds to replace each 18-year-old if FTEs are to remain at their current level. Two factors might mitigate this bleak assessment. The population shift will mean more older working adults and more senior citizens, two groups served well by short-term, especially noncredit, programming. The projected decline in credit program FTEs may be partially offset by expansion of Community Services. The other factor is migration of new residents into the County. While forecasts of County population do include estimates of net migration, should the County realize unanticipated net in-migration—perhaps spurred by strong economic growth—the picture could improve.



County Economic Development

The state of the local economy undoubtedly affects Prince George's Community College enrollment. In the short term, marginal changes in enrollment appear related to local job prospects. During the 1980-87 period, fall credit enrollment followed economic conditions, rising and falling with changes in the County's unemployment rate. This inverse relationship, enrollment going up when the economy goes down (and vice versa), is often explained by the hypothesis that economic downturns motivate a segment of the population to take a course or two to enhance job skills. The economic impact on noncredit enrollment has not been as clear. Even discarding the special populations less affected by employment conditions, noncredit enrollment has not followed changes in the local economy as closely as the credit programs. The impact of economic changes may get lost in the growth generated by initiation of new programs. This underscores the fact that economic factors are not determinant but are elements in a larger mix of interacting variables that collectively affect College enrollment levels.

In the longer term, economic growth contributes to College vitality. New industry attracts workers, increasing the service population and creating demand for new College programs and services. Firms in electronics, information processing, defense, biotechnology, and other high-tech research and development industries that are the most visible of the new employers moving into the County will all need technician-level support. The building of new hotels that is accompanying the unprecedented construction of new office parks will increase the need for skilled employees in hospitality services. These are just a few examples of the kinds of work force needs that the Community College has and will continue to respond to. The College/industry relationship is really a symbiotic one, where both gain from partnership with the other.

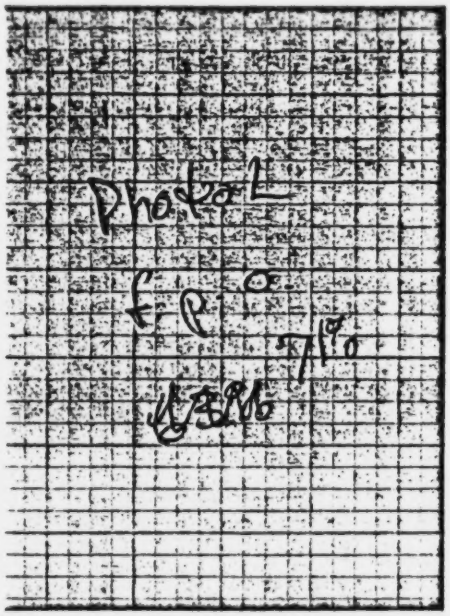
Prince George's Community College is keeping pace with the County's economic growth. And there can be little doubt that Prince George's County is becoming "Washington's newest corporate address." Located at the center of the Baltimore-Washington common market—the nation's fourth largest consumer market—the County's combination of large, quality land tracts at very competitive prices, extensive transportation network of existing highways (linked to accessible major airports and providing overnight truck service to one-third of the nation's population), plus proximity to the port of Baltimore and the nation's capital, is spurring unprecedented commercial and industrial growth. Prince George's has been a leader among area jurisdictions in construction of new commercial space in recent years.

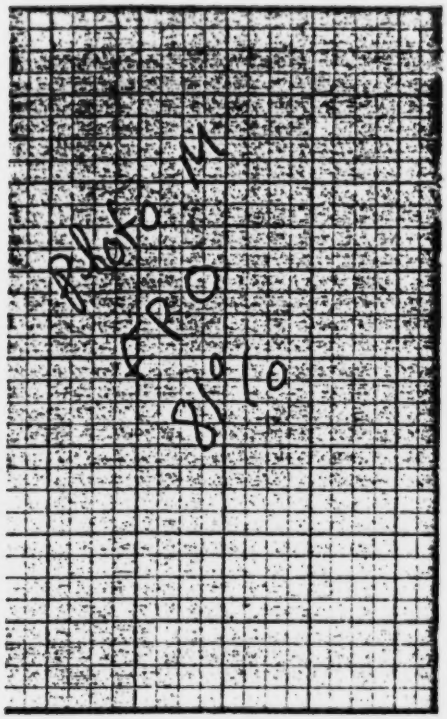
Evidence of the tangible benefits of business-government-Community College linkages is the growth in specialized training provided to public and private sector employees through Prince George's Community College's contract training program. As can be seen in Figure 6, a varied assortment of government agencies, private corporations, and other local organizations have received instruction through the contract training program at the Community College.

Figure 6

ORGANIZATIONS SERVED BY PGCC
Contract Training, FY88

Adventist Health Systems
Andrews Air Force Base
Arundel Asphalt Company
Asbestos Workers Union #24
Associated Builders and Contractors
Beretta USA, Inc.
Capital Centre
Computer Science Corporation
Craftmasters, Inc.
Engineering Review Programs of Greater Washington
Federal Tower Credit Union
Federal Savings & Loan Insurance Corporation
General Electric
Goddard Space Flight Center
Hechinger, Inc.
Hughes Technical Services
Independent Electrical Contractors, Inc.
Ironworkers Joint Apprentice/Training Committee
John Hanson Savings Bank
Kennedy Institute
Maryland National Capital Park & Planning Commission
Maryland State Department of Health & Mental Hygiene
METRO Transit Police
National Association of Independent Fee Appraisers
Operating Engineers Local 77 Training School
Ottenberg Bakery
Painters/Decorators District Council 51
Pizza Movers
Prince George's County Department of Aging
Prince George's County Department of Mental Health
Prince George's County Department of Social Services
Prince George's County Firefighters Training Facility
Prince George's County Office of Personnel Training
Prince George's County Police Training Academy
Prince George's County Public School System
Prince George's County Housing & Community Development
Private Industry Council
Queen Anne School
Sheetmetal Training School
U.S. Department of Agriculture
Washington Building and Trades Council
Washington D.C. Joint Electrical Apprenticeship Training Council
Washington Suburban Sanitary Commission





Increasing Competition Among Higher Education Institutions

Prince George's Community College's enrollment is affected by the attractiveness of other institutions to both existing and potential students. Current Prince George's Community College students may be enticed to transfer to other schools before completing their Community College program. First-time students are being courted as never before, as colleges and universities across the country compete for a bigger share of the dwindling high school graduate market. Selective-admissions schools have benefited from the strong economy and applicants receptive to their increasingly sophisticated (and expensive) marketing efforts. Open-admissions schools may be losing the better students to the more prestigious schools, while the improved employment situation may have reduced the number of part-time students enrolling for job skill upgrading. In the noncredit area, community colleges face competition from the adult education programming of public school systems, proprietary institutes, self-directed learning, employer training programs, and community agencies. Major universities have developed programs to attract the "nontraditional" student. In short, Prince George's Community College faces greater competition than ever before, as County residents have more choices for investing their educational dollars. While public colleges differ from profit- and growth-driven private enterprises, they do need enrollment levels sufficient to preserve institutional assets and maintain cost efficiencies based on economies of scale.

Institutional Assessment and Accountability

National concern over educational effectiveness has increased demands for institutional accountability. Accrediting agencies, legislators, state and local officials, and the general public are expecting colleges and universities to document achievement of institutional goals, particularly student learning outcomes. Maryland colleges will be asked to produce annual performance accountability reports. Much of the information for these reports has been routinely collected and analyzed for years, but additional data will probably be needed and all the information will need to be integrated into a comprehensive "report to the community."

Summary

The College's current enrollment situation and some of the factors external to the institution that will affect its future have been highlighted. The College's financial outlook has not been explicitly addressed. The combination of constrained governmental support, the College's mission of providing affordable education, the extreme labor-intensive nature of the organization, and the need for equipment acquisitions and facilities maintenance presents the administration with a formidable challenge in a time of stable or declining enrollment. It is to this challenge that the College's strategic planning and marketing process is aimed.

The College's Strategic Priorities

All of the previous information serves as the foundation for the College's 1990-94 strategic priorities. While the College's mission and commitments will remain constant over this period, the strategies—that is, the institution's priorities—designed by the Planning Council evolve as conditions and information change.

Presented here for the review of the citizens of Prince George's County, as well as for decision makers affecting the College and members of the current College community, are the strategic priorities that members of the Planning Council feel address the critical issues facing Prince George's Community College in the upcoming years.

Human Resources

Strategic Priority

Increase the representation of women and minority employees in the areas of full-time instructional staff and senior administrative positions by continuing to implement a strengthened affirmative action plan and the policy of nondiscrimination and equal opportunity in all personnel actions.

Minority enrollment at Prince George's Community College has dramatically multiplied over the past decade and a half, from only 9 percent in 1970 to the 48 percent current level, mirroring the County's surge in nonwhite population. The College's response to these changing demographics is a recommitment to employ a more equitable representation of women and minority employees in the areas of full-time instructional staff and senior administrative positions.

Among the efforts in this priority are:

- Establishing long-term goals for full-time faculty within each instructional division where there is an underrepresentation of women and minorities.
- Establishing goals for full-time faculty within each instructional division.
- Enhancing the networking systems with the local minority professional community.
- Designing and implementing programs for sensitizing the staff to the need for improving the College's position vis-a-vis the employment of women and minorities.
- Implementing all aspects of the Affirmative Action Plan.

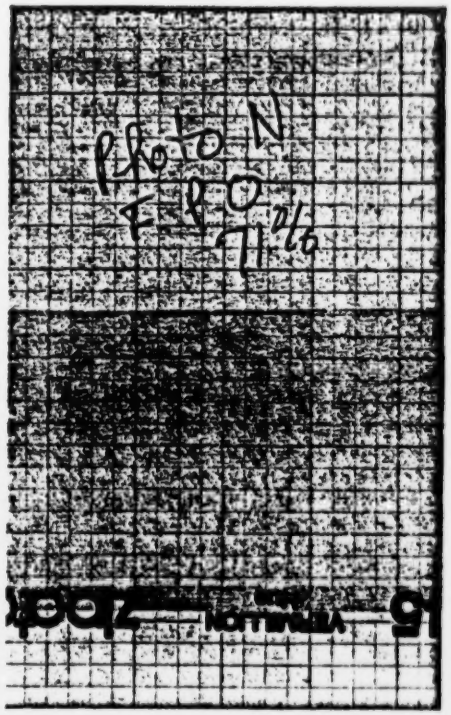
Educational Success of Students

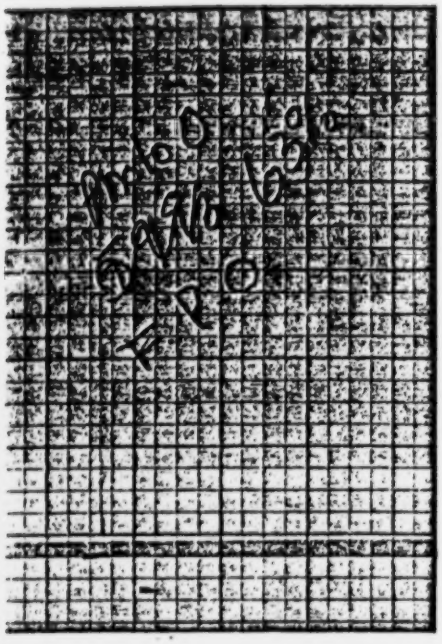
Strategic Priority

Create mechanisms to increase the educational success of students.

As an open-admissions institution, the College is committed to equality of educational opportunities by offering learning opportunities to students at all levels of ability and background. Through this "open-admissions door" come increasing numbers of students who require special advising, placement, and academic support in order to achieve success. Included in the College's efforts to increase the educational success of its students are such activities as:

- Collecting, centralizing, and actively marketing information about all support services and courses available to help students succeed, as well as educating staff about these services.
- Developing and establishing an ongoing summer mini-orientation program, designed to promote student success.
- Establishing a professional development program to enhance the faculty's knowledge, skills, and resources for assisting nontraditional learners.
- Developing and implementing academic and support service strategies focused on the retention (educational success) of minority students.
- Developing and continuing to support increased information, orientation, and assistance services during the first week of each semester (continue the "PGCC Cares"—staff and faculty assistance for new and returning students).
- Developing an ongoing study skills program for all disciplines.
- Supporting a faculty advisement system.
- Supporting a centralized tutoring center to assist students enrolled in rigorous courses and programs.





- Providing proper and timely testing, initial advisement, and placement.
- Developing and implementing a college success course for all credit students.

Marketing

Strategic Priority

Increase the effectiveness of the marketing effort so that the service population is informed of and attracted to opportunities available at the College.

Data supplied by the College's Institutional Research and Analysis Office indicate the College's service population has changed dramatically, necessitating greater integration of marketing into the College's efforts to identify the changing education and training needs of the community's learners. To do this requires constant vigilance and attentiveness to the changing needs of both traditional and nontraditional learners. Courses, programs, and services are then modified, added, or deleted in response to these needs. Equally important, effective ways are found to inform and attract students to the opportunities at the College.

Among these marketing efforts are:

- Inviting to the campus—and hosting—students, faculty, and counselors from County high schools.
- Preparing publications that target high school students, with special emphasis on small classes/personal attention, testimonials, and success stories.
- Targeting young working adults, one to three years out of high school, for matriculation at the College.
- Targeting students enrolled in high school vocational-technical programs for matriculation in the College's credit and noncredit programs.
- Hosting vocational-technical faculty from County high schools for site visits and special career-related events at the College.
- Seeking to provide relicensure and certification training for individuals in such professions as health, real estate, accounting, and so forth.
- Targeting the County's businesses, industries, and public agencies for courses that support their training needs.
- Encouraging professional groups to use campus facilities for meetings and conferences.
- Repackaging and rescheduling existing courses and programs in formats more appealing to nontraditional students.
- Assessing the self-enrichment and professional training needs of nontraditional students to design and deliver credit and noncredit courseware suited to their requirements.
- Conducting support workshops for returning adults.
- Determining market segments to be targeted and establishing enrollment targets, as well as action plans to reach those market segments.
- Implementing a communication plan that will articulate a clear and unified voice through internal and external channels.
- Implementing a new graphic identity and logo to be used in all College promotional activities.
- Providing direction through market research and developmental support that will contribute to and measure the success of the collegewide marketing activity.

Strategic Priority

Increase the College's role in and support for Prince George's County economic development.

The College's growth and development is directly related to that of the County. New and growing business and industry attracts new workers, increasing the College's service population and creating demand for its programs and services. The College/County relationship is a symbiotic one, where both the College and the County gain from the partnership with one another.

Efforts here include:

- Identifying new specialized contract training with private businesses and industries.
- Working with the Prince George's Chamber of Commerce and sister institutions of higher education in the County to identify and fill the training needs of the County's small businesses.

- Providing training and related services to County businesses engaged in or entering international trade.
- Serving on task forces, study groups, and community-based councils and organizations charged with the review and recommendations key to the County's growth and development.
- Creating a fee-based employer talent bank service that matches the skills and capabilities of PGCC students and adult career changers to jobs that employers need to fill.

Financial

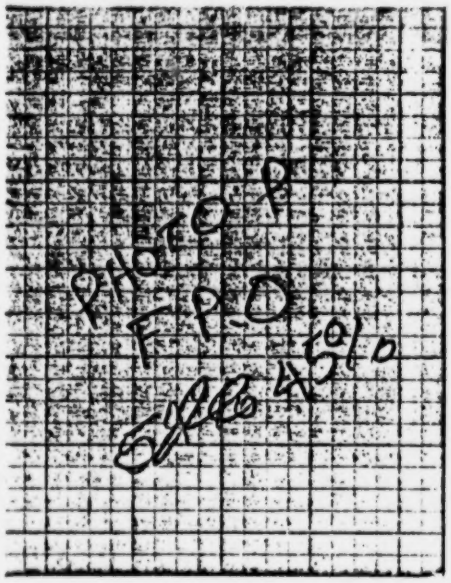
Strategic Priority

Increase alternative funding as a supplement to the College's operating budget.

Prince George's Community College secures its operating support from three sources—the County, the state, and student tuition and fees. Financial operating support from the County and state have not kept abreast of inflationary operating costs. The College realizes that students' paying an ever-increasing share of the College operating costs impacts upon the effectiveness of the College's mission. Thus, a commitment has been made by the College to increase alternative funding from external public and private sector sources in an attempt to supplement the College's operating budget and maintain the financial health of the College.

Included in these efforts are:

- Determining which College programs require support beyond the limits of the expected operating budgets.
- Establishing, for each fiscal year, a list of programs to be targeted for grant proposals and solicitations, which also has sufficient flexibility to respond to RFPs (request for proposals).
- Seeking private sector financing for equipment and facilities.
- Assisting the growth and development of the Prince George's Community College Foundation, Inc.
- Assisting the growth and development of the Prince George's Community College Alumni Association.
- Evaluating the mechanisms already established for providing fee-based services to the professional/business community, and refining and expanding those mechanisms.



Credits

Published by the Office of the
Dean of Institutional Advancement and Planning
and the College Relations and Publications Office,
Prince George's Community College,
301 Largo Road, Largo, MD 20772.

Editor: *O. Rebecca Hawkins*
Assistant Editors: *Patricia A. Donohoe* and
Denni Johnson-Clagett
Design: *Linda M. Stone*
Typesetting: *Doris Genzlinger*

Special thanks to Craig A. Clagett,
Director of Institutional Research and Analysis,
for the section "Situation Analysis and Environmental Scan."

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